

**Closing the Gap between K-12 and Postsecondary Curriculum, Teaching,
and Assessment for College Readiness in Mathematics and English Language Arts**

Submitters (Name of Workgroup and Chair/Co-Chairs):

College Readiness Workgroup

Co-Chairs: Barbara Burch and Gail Wells

University of Louisville - Nystrand Center of Excellence in Education (NCEE) and Center for Research in Mathematics and Science Teacher Development (CRMSTD)

Project Title:

Closing the Gap between K-12 and Postsecondary Curriculum, Teaching, and Assessment for College Readiness in Mathematics and English Language Arts

Project Partners:

Known – University of Louisville - Nystrand Center of Excellence in Education and Center for Research in Mathematics and Science Teacher Development

Anticipated - Council on Postsecondary Education (Postsecondary Institutions), Kentucky Department of Education (including K-12), and Kentucky Education Professional Standards Board

Project Background and Purpose: (Justification for Project)

The recently passed Kentucky Senate Bill 1 mandates that content standards be revised to meet the following requirements:

- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer, but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students, and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level.

In response to the above requirements, CPE and KDE have developed the “Comprehensive Process for the Revision of K-12 to College Entry-Level Course Content Standards.” This process includes strategies and timelines for: 1) developing the new standards; 2) revising state-wide assessments; 3) reviewing core academic content standards in postsecondary institutions; and 4) providing professional development to K-12 teachers, administrators, and post-secondary faculty. While eventually all content standards will be revised, the process will begin with revision of content standards in mathematics and

English language arts. All academic content standards revisions shall be completed and approved by the state board no later than December 15, 2010 (S.B. 1, 2009).

Any effective college readiness strategies for Kentucky's students must be predicated on the revised standards as outlined in the "Comprehensive Process for the Revision of K-12 to College Entry-Level Course Content Standards." As required by S.B. 1, revisions of these standards will occur for mathematics by December 2009 and for English language arts by December 2010. It is expected that these revisions will result in changes in content and increased academic rigor across K-12 and postsecondary levels. Consequently, changes in curricula, teaching, and assessment will certainly be needed.

The education community learned from the implementation challenges of the Kentucky Education Reform Act of 1990 that comprehensive reform requires an extraordinary amount of work with teachers, administrators, and postsecondary faculty. For the pending changes and expected outcomes in S.B. 1 to be achieved in the areas of college readiness, transition, retention and graduation rates, the work must be carefully conceptualized and articulated. To this end, collaboration among all stakeholders is both assumed and critical for the success of any such state-wide initiative.

Partners in this proposal have reviewed the "Comprehensive Process" document and identified particular areas in which collaboration groups of K-12 teachers, administrators, and postsecondary faculty may assist the CPE and KDE in carrying out the scope of their planned work.

Project Description: (General Goals and Implementation Strategies) – The overall goal of this project is to better prepare Kentucky students for the transition from K-12 to postsecondary education.

General Goals:

- 1) Describe differences among current core content for assessment, program of studies, ACT benchmarks, and the revised standards based on national and international benchmarks;
- 2) Analyze current K-12 curricular materials with regard to the revised standards (i.e., horizontal and vertical alignment);
- 3) Identify resources to assist K-12 teachers [and postsecondary faculty] in addressing new content in the revised standards;
- 4) Analyze current entry-level mathematics and English [language arts] courses at the postsecondary level with regard to curricular alignment to the revised standards; and
- 5) Identify and analyze successful postsecondary intervention programs for mathematics and English language arts (i.e., reading, writing);
- 6) Revise K-12 mathematics end-of-course assessments and develop K-12 English language arts end-of-course assessments according to new content in the revised standards;
- 7) Develop statewide professional development programs for K-12 teachers and administrators and postsecondary faculty, addressing 1-6 above;
- 8) Develop and disseminate a public relations and marketing campaign to communicate intentions, accomplishments, and "next steps" to stakeholders; and

- 9) Systematically evaluate project activities and outcomes, with assistance from external evaluators.

Implementation Strategies:

- Create a leadership team composed of K-12 teachers and administrators; representative state agencies; postsecondary faculty; and business and community leaders;
- Engage faculty from each state university, representative private colleges and universities, KCTCS institutions, and K-12 school districts;
- Engage representation from adult education and workforce development; and
- Engage representation from parent, community, and education advocacy groups.

Project Team (Project Manager(s), Content Experts, Instrumental Designers):

Project teams will be organized and evolve in three phases.

The first phase includes work of the proposal development team: Blake Haselton (Interim Dean, CEHD); Bill Bush (Director, CRMSTD); Diane Kyle (Director, NCEE); Starr Lewis (Liaison for District and School Partnerships, NCEE); Ann Larson (Vice Dean and Acting Chair, Department of Teaching and Learning, CEHD); and Debbie Powers (Director, Kentucky Principals Academy). Blake Haselton is a former Kentucky school superintendent and former high school principal. Starr Lewis is a former Associate Commissioner, Kentucky Department of Education, Office of Teaching and Learning.

The second phase will involve work of the project leadership team of K-12 teachers and administrators in Kentucky school districts; representative state agencies; postsecondary faculty from Kentucky colleges and universities across Kentucky; business and community leaders; Kentucky adult education and workforce development; and parent, community, and education advocacy groups.

The third phase involves project implementation work around the revised standards and research-based best practices, using teams of K-12 teachers and postsecondary faculty from K-12 school districts, each state university, representative private colleges and universities, and KCTCS institutions.

Pre-Proposal Budget:

Goals/Activities	Projected Budget
1. Describe differences among current core content for assessment, program of studies, ACT benchmarks, and the revised standards based on national and international benchmarks.	\$200,000
2. Analyze current K-12 curricular materials with regard to the revised standards (i.e., horizontal and vertical alignment).	\$400,000
3. Identify resources to assist K-12 teachers in addressing new content in the revised standards.	\$400,000
4. Analyze current entry-level mathematics and English [language arts] courses at the postsecondary level with regard to curricular alignment with the revised standards.	\$600,000
5. Identify and analyze successful postsecondary intervention programs for mathematics and English language arts (i.e., reading, writing).	\$200,000
6. Revise K-12 mathematics end-of-course assessments and develop K-12 English language arts end-of-course assessments according to new content in the revised standards.	\$500,000
7. Develop statewide professional development programs for K-12 teachers and administrators and postsecondary faculty, addressing 1-6 above.	\$2,000,000
8. Develop and disseminate a public relations and marketing campaign to communicate intentions, accomplishments, and “next steps” to stakeholders;	\$250,000
9. Systematically evaluate project activities and outcomes, with assistance from external evaluators.	\$250,000
Total Project Budget and Amount of Economic Stimulus Funds Requested	\$4,800,000